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Letter from the Editor

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Letter from the Editor

Abstract

The International Journal for the Scholarship of Teaching and Learning is pleased to announce the addition of a third Editor-in-Chief to assist with managing the increasing submission rates. Dr. Joe Pellegrino joined the team just this month, January 2018. He is an Associate Professor of Literature on the Statesboro Campus of Georgia Southern University.

Over the last several years, the Journal has undergone some major changes. In 2016, Digital Object Identifier (DOI) numbers were acquired and applied to both past and future issues. In recent months, the Journal has updated its copyright and licensing terms. All articles published are now distributed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International license (CC BY-NC-ND 4.0). (See <http://creativecommons.org/licenses/by-nc-nd/4.0/> for a copy of the complete licensing agreement.) These changes have allowed the Journal to expand its visibility. The Journal is now indexed in ERIC, EBSCOhost, Taylor & Francis, and De Gruyter Saur. This continues to be an exciting time for us, and we continue to welcome any feedback or suggestions that you may have concerning the Journal.

The Editors wish to acknowledge the contributions of our Editorial Board; without their timely completion of blind reviews for the submitted manuscripts, publication of the Journal would not be possible. We continue to seek nominations or self-nominators for the Editorial Board. These can be sent to sotlij@georgiasouthern.edu.

We also encourage potential authors to submit manuscripts for review. The Journal now has three categories of manuscripts: Essays about SoTL, Research Articles, and Literature Reviews. The Journal continues to be indebted to its Editorial Review Board, authors, and readership for their dedication and support.

This issue contains ten articles: one essay and nine research articles. The essay urges SoTL scholars to resist the commoditization of higher education through the provision and evaluation of high-impact experiences. The research articles address audiences as disparate as pre-service teachers, peer leaders, and faculty members new to SoTL, while evaluating instructional techniques such as contextualized writing, role-playing, deterring cheating, blended and flipped classrooms, teaching about prejudice, and cell phone use policies. In short, this issue covers quite a bit of ground, illustrating the depth and diversity of SoTL as a field of study.

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Dear colleagues,

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Respectfully,

Delena Bell Gatch, Delores D. Liston, and Joe Pellegrino
Editors